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ABSTRACT

This document examines legal issues regarding the education and rights of lesbian, gay, bisexual, and transgender (LGBT) students and the responsibilities of school personnel to protect them. Part 1, "Issues of Freedom," discusses whether students have the right to form LGBT student groups, to express their points of view on LGBT issues, to post relevant information on student bulletin boards, to access LGBT information in school libraries, to raise LGBT issues relevant to classroom discussions, and to take same-gender dates to school functions. Part 2, "Issues of Equality and Safety," discusses whether the Equal Protection clause of the 14th Amendment protects LGBT students from harassment, how the law defines sexual discrimination and harassment, types of conduct considered sexual harassment, whether schools are liable for peer sexual harassment of LGBT students at school, whether school personnel must report abuse or neglect of LGBT students at home, and whether schools are required to have sexual harassment policies. Part 3, "Suggestions for School Personnel," includes making appreciation for diversity and respect for all part of the school mission statement and establishing a peer counseling or support group for LGBT students and their supportive friends. A model anti-harassment policy is provided. (SM)

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ED 459 295

WHAT SCHOOLS NEED TO KNOW
LGBT STUDENTS AND THE LAW

Gay, Lesbian and Straight Education Network
Education Department Resource

2001

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GLSEN

Education Department Resource

What Schools Need to Know

LGBT Students and the Law

By the ACLU of Michigan and GLSEN Detroit

Note: Though some of the references in the article below are specific to Michigan law, the resource explores many important federal policies and, taken as a whole, offers information useful to school personnel across the country.

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INTRODUCTION

The American Civil Liberties Union of Michigan (ACLU) and the Gay, Lesbian and Straight Education Network (GLSEN) of Detroit undertook the project of researching, writing, publishing

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and distributing this publication because of the often-asked legal questions regarding the education and rights of our Gay, Lesbian, Bisexual and Transgender (GLBT) students, and the responsibilities of all school personnel to protect these students.

Numerous studies have confirmed that GLBT youth have higher rates of suicide, drug and alcohol abuse, pregnancy, running away, dropping out of school, harassment and violence at school than our heterosexual youth. This at-risk youth population includes those who are perceived by others to be gay, and students who are questioning their sexual orientation. The quotes cited throughout this booklet are from GLBT youth located in Michigan.

One goal of this publication is to answer the legal questions that will help ensure that all students, regardless of sexual orientation, receive a quality education within a safe learning environment. All students have a U.S. constitutionally protected right to benefit from the educational programs and activities (extracurricular and otherwise) offered in schools. A second goal is to assist school personnel- school administrators, teachers, counselors, support staff, coaches, activity sponsors, and bus drivers - in positive interactions with GLBT students. The final goal is to help to avoid costly and, usually, unnecessary litigation and the ensuing negative media spotlight.

This publication is divided into three parts: Issues of Freedom, Issues of Equality and Safety, and Suggestions for School Personnel. Also included are a listing of local, state and national resources, examples of policy, and an assessment for assessing a school's climate. Regardless of whether a school is public or nonpublic, all school personnel are professionally and ethically responsible for student in their charge.

We hope you will find this publication useful in assisting you in achieving your goal of providing a school environment where each student is valued and respected.

PART I: ISSUES OF FREEDOM

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof, or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances." (U.S. Constitution, First Amendment)

1. Do students have a right to form a Gay, Lesbian, Bisexual and Transgender (GLBT) student group at school?

Yes.

"[My school] is safe for everyone as long as you had respect for yourself, everything was okay. People can only ridicule a person if you let them."

If a school allows a non-curricular group to form and meet at the school, then the school must permit all non-curricular groups to meet on an equal footing. This is true even if a school disapproves of or disagrees with the group's message and goals. The Court ruled that schools choosing to recognize only student groups that are "curricular" in purpose are not required to allow any non-curricular groups to meet. Bd. of Educ. of the Westside Cmty. Schs. v. Mergens, 496 U.S. 226 (1990).

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The right of students to organize a GLBT student group (club, organization, activity) at school is rooted in the First Amendment of the Bill of Rights which is the U.S. Constitution's protection for Free Speech, and reinforced by the Equal Access Act (EAA) of 1984. Congress passed this federal law as a result of lobbying by religious student groups who wanted the clear right to organize and to meet in public schools.

The Equal Access Act, 20 U.S.C. § 4071(a), applies to public secondary schools that receive federal funds if they allow a "limited open forum." A school has a "limited open forum" if it permits just one non-curricular group to meet at the school during non-instructional times.

2. Do students have the right to express their points of view on GLBT issues?

Yes.

"A teacher was suspended for two days for discussing 'the issue'."

A student has the right to express a viewpoint when speaking on an issue relevant to a discussion. However, expressive conduct that "materially disrupts classwork or involves substantial disorder or invasion of the rights of others" is not constitutionally protected. Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 507-509 (1969).

This principle was tested in the U.S. Supreme Court after a school district prevented students from wearing armbands protesting the Vietnam War. The Court ruled the school's action unconstitutional because students in public schools do not "shed their constitutional rights to freedom of speech or expression at the school house gate." They wrote: "Undifferentiated fear or apprehension of disturbance is not enough to overcome the right to freedom of expression." Officials must have "more than a mere desire to avoid discomfort and unpleasantness that always accompany an unpopular viewpoint." Id. at 513.

More recent federal court decisions have held that students' First Amendment rights are not violated if a school institutes a no-symbol rule and applies and enforces it uniformly to all symbols, or if the display of a symbol has the potential for disruption. See, e.g., Guzick v. Drebus, 431 F.2d 594 (1970); Melton v. Young, 465 F.2d 1332 (1972).

In 1986, the U.S. Supreme Court ruled that schools may regulate students' political expression when the students' speech is part of a school-sponsored activity or could be seen as endorsed by the school. After a male student was punished for making a sophomoric, sexually suggestive student government campaign speech at a school assembly, the Court upheld the punishment on grounds that the school's legitimate function in teaching students "the shared values of a civilized social order" allows schools to ban "offensively lewd and indecent speech." Bethel Sch. Dist. v. Fraser, 478 U.S. 675, 683, 685 (1986).

Under the Bethel School decision, students' verbal political expression that bears the imprimatur of the school or is school-sponsored may be regulated if it is "vulgar, lewd, obscene, or offensive," or likely to cause a material disruption of classwork, substantial disorder or invasion of the rights of others.

Student speech exhibiting political support for GLBT students or issues, however, such as speaking in opposition of anti-gay violence, should not be considered "obscene." Therefore, student speech that demonstrates support for GLBT students and issues is entitled to First Amendment protection. When the speech occurs outside the context of school sponsorship, it should be protected.

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Furthermore, under the Tinker standard, students wearing symbols, such as rainbow ribbons or buttons depicting a pink triangle, are protected unless the school can make a substantial factual showing that the student expression at issue violates the Tinker "material disruption" standard. Courts explicitly require a school to show more than mere speculation, but rather reveal an actual threat to school order. Id. at 680.

3. Do student GLBT groups have the right to post relevant information on a student bulletin board?

Yes.

If a bulletin board is open for use by all groups, the school cannot prohibit its use by any one group, unless such a prohibition is "necessary to serve a compelling state interest and is narrowly drawn to achieve that end." Widmar v. Vincent, 454 U.S. 263, 270 (1981).

This is true for groups of students as well as for students as individuals. GLBT students and GLBT groups may not be specifically excluded from posting relevant information on student bulletin boards that are generally available for any kind of postings. Schools may, consistent with the First Amendment, regulate the time, place and manner of the use of school bulletin boards.

4. Do students have the right to access GLBT information that is in the school library?

Yes.

The right of students to access GLBT information in the school library is well established and protected.

The U.S. Supreme Court ruled against a local school board that removed books that it deemed morally offensive from a school library because the policy was aimed, not at any legitimate educational purpose, but at suppressing ideas. Bd. of Educ. of Island Trees Union Free Sch. Dist. v. Pico, 457 U.S. 853 (1982).

The Court stated that "educational suitability" is a proper motivation behind school library censorship. Therefore, a school must show that GLBT information in the school library is not educationally suitable or it cannot limit students' access to GLBT information for partisan or political reasons. Id. at 871.

5. May parents elect to remove their student from sex education curricula containing GLBT relevant material?

Yes.

Such instruction is not required and upon written request of a student or student's parent, a student shall be excused from "attending classes in which the subject of sex education is under discussion" without any penalty issued against the student. This applies to any type of sex education, regardless of whether it includes GLBT issues.

The Michigan School Code, Michigan Statutes Annotated § 15.41507 (1999), permits local school districts to provide instruction in sex education, including family planning, human sexuality, and reproductive health.

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6. May parents elect to remove their student from general curricula containing GLBT relevant and non-sexual material?

This has not yet been determined.

The Michigan School Code does not provide guidance as to permitting parents to excuse their child from general curricula not related to sex or health education, such as mathematics, science, social sciences, language arts and modern languages. Local school policy may provide guidelines as to whether teachers are required to inform parents of the content of potentially controversial lessons, the parent's rights to remove his/her child, and the student's right to opt out of certain classes.

General curricular courses may be required of students for high school completion, and include GLBT relevant and non-sexual material as established by local school board policy. While the courts have not yet determined the parameters of local school policy and parents' rights in the general curricular area regarding the inclusion or exclusion of GLBT relevant and non-sexual material, the court cases presented in the following questions may provide insight.

7. Do students have the right to raise GLBT issues relevant to the classroom discussion?

Yes, if the discussion is relevant to the topic at hand and initiated by the student.

While a school has broad authority to determine curriculum, a student's gay-positive speech in a classroom discussion may not be treated differently from other viewpoints expressed in a discussion. The content of school curriculum, and of school-sponsored speech, may be restricted as long as the restrictions are based on "legitimate pedagogical concerns." (Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260, 273 (1988).

It is currently undetermined if a school can prohibit presentation of relevant materials and discussion in non-religious areas, such as GLBT, and could depend on the breadth of the class assignment. However, the U.S. Supreme Court has consistently emphasized the importance in the public schools of the free flow of ideas. See, e.g., Keyishian v. Bd. of Regents, 385 U.S. 589 (1967). See also Mozert v. Hawkins City Bd. of Educ., 827 F.2d 1058 (6th Cir., 1987).

8. May a GLBT student take a same gender date to a prom or other school functions?

Yes.

A gay male student in Rhode Island successfully sued his school after the school refused to let him attend the prom with a male date. The court concluded that unless the school has a solid basis to believe that a same-gender couple would cause "severe disruption" to the school environment, the school had to permit everyone to attend with their chosen date. Fricke v. Lynch, 491 F. Supp. 381, 387 (D.R.I. 1980).

The gay male student's choice to bring a same-gender date to the senior prom was a political statement protected by the First Amendment and the school's fear of disruption was insufficient to justify the ban. The court even required the school to provide security in case the couple was harassed. Id.

Under Title IX, just as a school is prohibited from discriminating on the basis of sex in its invitation to the prom, a school is prohibited from discriminating in any program or activity of the school, including extra-curricular activities.

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PART II: ISSUES OF EQUALITY AND SAFETY

"All persons born or naturalized in the U.S., and subject to the jurisdiction thereof, are citizens of the U.S. and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the U.S.; nor shall any State deprive any person of life, liberty, or property, without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws." (U.S. Constitution, Fourteenth Amendment, § 1).

1. Does the Equal Protection Clause of the 14th Amendment offer GLBT students protection from harassment?

Yes.

"One and only one teacher provided a safe space by stopping other students from using anti-gay slurs." (52% of prospective teachers surveyed said they would feel uncomfortable working with an openly gay or lesbian student). (U.S. Department of Health and Human Services, Report of the Secretary's Task Force on Youth Suicide, Volume 3: Prevention and Intervention in Youth Suicide. Rockville, MD: Government Printing Office, 1989).

GLBT students, like all other students, are protected by the Fourteenth Amendment of the U.S. Constitution's requirement of equal treatment under the law.

The equal protection clause is intricate in two ways. First, although sexual orientation is not a "suspect classification" for equal protection purposes, the State still must have a rational basis for discriminating against GLBT people. Romer v. Evans, 517 U.S. 620 (1996). Public officials may not impose discriminatory burdens or unequal treatment on GLBT people simply because of the public's animosity towards them. In the public school setting, this means, among other things, that a school district must protect students from anti-gay harassment and discrimination just as it protects students from other kinds of harassment.

Second, a school must respond to sexual harassment directed at a boy perceived as gay in the same way as it would to sexual harassment directed at a girl. A Wisconsin court held that a gay student could allege discrimination and harassment against his school based on both gender and sexual orientation if school district officials failed to protect the student to the same extent that other students were protected from harassment and from harm by other students due to the student's gender and sexual orientation. The jury found that the school district failed to respond to repeated acts of harassment. The school district settled the case for more than $900,000 in damages. Nabozny v. Podlesny, 92 F.3d 446 (1996).

2 . How does the law define sexual discrimination and sexual harassment?

"Other kids were 'out' to each other but not to the school, and we used to have fights. The other kids would say they couldn't be seen with me because then they'd be identified." (Over 90% of students in 323 states said they sometimes or frequently heard homophobic remarks in their schools). (U.S. Department of Health and Human Services, Report of the Secretary's Task Force on Youth Suicide)

Sexual harassment is a form of sex discrimination included under Michigan and federal laws, such as Michigan's Elliott-Larsen Civil Rights Act., Mich. Comp. Laws § 37.2402 (2000), and Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq., ("Title IX").

Michigan law defines sexual harassment as "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." Mich. Comp. Laws § 37.2103

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(2000). Sexual harassment is gender neutral and both men or women can be the victims or the perpetrators of harassment. Radtke v. Everett, 501 N.W.2d 155 (1993).

GLBT students are protected by the right to be free from sexual harassment and sex discrimination whether or not the harasser is of the same sex. Any sexual advance aimed at a GLBT student is considered gender-based discrimination. Mich. Comp. Laws §37.2103 (2000).

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq., ("Title IX"), prohibits recipients of federal financial assistance from discriminating in their education programs on the basis of sex, including sexual harassment. Title IX Guidelines state:

"If students heckle another student with comments based on the student's sexual orientation... but their actions or language do not involve sexual conduct, their actions would not be sexual harassment covered by Title IX [of the federal Education Amendments of 1972]. On the other hand, harassing conduct of a sexual nature directed toward gay or lesbian students... may create a sexually hostile environment and therefore may be prohibited by Title IX."

3. What kind of conduct is considered to be sexual harassment?

"I came out in middle school and it was a little easier there because certain teachers would protect me because I was constantly being harassed. At high school it was harder ... high school was one of the most hellish experiences of my life....I dropped out of school because I was gay." (61% of GLBT students report verbal harassment; 46.5% report sexual harassment.) (U.S. Department of Health and Human Services, Report of the Secretary's Task Force on Youth Suicide)

"Quid pro quo" and "hostile environment" sexual harassment are the two forms of sexual harassment recognized under Michigan and federal law. Quid pro quo harassment occurs when a teacher or staff member engages in a sexual relationship, explicitly or implicitly, of some kind with a student. Hostile environment sexual harassment in the school context usually involves peer, or student-to-student, sexual harassment leading to an environment in which a student's educational opportunities or ability fully to participate in educational programs or activities are circumscribed.

The actions of a student who makes a comment based on a student's sexual orientation (e.g., "gay students are not welcome at this table in the cafeteria"), but whose actions or language do not involve sexual conduct, would not be considered sexual harassment under Title IX. On the other hand, harassing conduct of a sexual nature directed toward gay or lesbian students (i.e., if a male student or a group of male students targets a lesbian student for physical sexual advances) may create a sexually hostile environment and may be prohibited by Title IX.

Other examples would be if male students circulated sexually explicit drawings of a gay student around the school; if female students teased a lesbian student, saying she was not "a real girl" and joked about her body as not sexual enough for boys; or if boys repeatedly taunted a lesbian student, demanding that she have sex with them as the other girls would.

Harassment targeted at GLBT students often includes epithets or mistreatment directed at the students' perceived failure to meet gender stereotypes. For instance, students may tease a boy by calling him a girl or a sissy, or a teacher may tell a girl she should paint her fingernails and grow out her hair to be more feminine.

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4. Can a school be liable for peer sexual harassment of GLBT students occurring at school?

Yes.

A school district can be liable if a student is sexually harassed under Title IX of the Education Amendments of 1972 when the school demonstrates deliberate indifference to known acts of harassment in its programs, and the harassment is so severe, pervasive and offensive that it bars the student from participating in the student's education program. Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

A school district can also be liable for damages for the peer sexual harassment where (1) the board acted with deliberate indifference to acts of harassment of which it had knowledge, and (2) the harassment was so severe, pervasive, and objectively offensive that it barred the student's access to an educational benefit or opportunity. A school board may also be held liable if the student can show that the school discriminated against him or her by failing to act appropriately, once made aware of the problem. Alton v. Bd. Of Educ. of Boyne City Pub. Schs., No. 96 Civ. 564 (W.D. Mich. Nov. 24, 1997); Nelson v. Almont Cmty. Schs., 931 F. Supp. 1345 (E.D. Mich. 1996).

5. Do school personnel have an obligation to report the abuse or neglect of a GLBT student occurring at home?

Yes.

Michigan law mandates the school to report if there is suspicion that a student may be the subject of abuse or neglect by a parent or guardian for any reason, including sexual orientation. Michigan Compiled Laws § 722.623 states:

"A school administrator, school counselor or teacher who has reasonable cause to suspect child abuse or neglect shall make immediately, by telephone or otherwise, an oral report of the suspected child abuse or neglect to the Department [of Social Services]. Within 72 hours after making the oral report, the reporting person shall file a written report."

6. Are schools required to have a sexual harassment policy?

Yes.

Public Act 335 (1993) of the School Code of Michigan Public Schools requires that schools have written policy. It states:

Section 1300a. Not later than January 1, 1995, the board of each school district shall adopt and implement a written sexual harassment policy. At a minimum, the policy shall prohibit sexual harassment by school district employees, board members and pupils directed toward other employees or pupils and shall specify penalties for violation of the policy.

Federal law requires that all schools have a process for handling sexual harassment complaints. The federal Office of Civil Rights (OCR) has the authority to investigate claims of discrimination. Following an investigation of a discrimination claim in Arkansas, an agreement was reached between the OCR and a public school district that serves as a model for school districts that wish to take preventative action to limit incidents of sexual harassment toward all students, including GLBT students.

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The school district promises to:

1. discipline students who sexually harass others;

2. monitor incidents of sexual discrimination and harassment;

3. conduct training for faculty and staff to deal with sexual harassment, including that directed at gay students;

4. reiterate to students, faculty, and staff that sexual harassment is prohibited; and

5. hold an information and discussion session for students on sexual harassment.

Model policies are included in the Addendum.

PART III: SUGGESTIONS FOR SCHOOL PERSONNEL

"One teacher kept telling me to act more like a man."

The CDC Division of Adolescent and School Health (DASH) has identified gay, lesbian, bisexual, transgender, and questioning adolescents as a priority population for HIV infection.

"I didn't want to deal with all the other things that happen when you come out. I didn't want to be persecuted!"

A school's climate may mean the difference between life or death for a GLBT student. To combat the problems faced by GLBT students, it is important to establish and enforce anti-discrimination, anti-harassment and anti-violence policies, educate school staff on sexual orientation issues, and assist glbt students with counseling and peer support groups.

To meet the needs of GLBT students:

- Include appreciation for diversity and respect for all in the school mission statement.
- Add sexual orientation as a protected category to existing anti-harassment, anti-violence, equal access to educational opportunity, and nondiscrimination policies. Ensure that the policies are enforced.
- Encourage all school personnel, especially school counselors and social workers, to expand their knowledge, understanding and resources of sexual orientation issues by providing opportunities for staff development.
- Incorporate materials about GLBT issues and resources in the school media center. Address sexual orientation topics in various subject areas.
- Establish a peer counseling or student support group for GLBT students and their supportive friends.
- Establish classroom guidelines about name-calling and address it immediately if it occurs.
- Incorporate LGBT issues in curriculum if appropriate.
- Recognize all family structures and make no assumptions about students' families or their sexual orientation.

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Sources

U.S. Department of Health and Human Services, Report of the Secretary's Task Force on Youth Suicide, Volume 3: Prevention and Intervention in Youth Suicide. Rockville, MD: (Government Printing Office, 1989).

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Ryan, Caitlin and Futterman,Donna, Lesbian and Gay Youth: Care and Counseling. (Columbia University Press: New York, 1998).

Model AntiHarassment Policy

The _____ School District is committed to providing all students with a safe and supportive school environment. To that end, teaching basic respect for each other, and tolerance of our differences and different ideas, is a top priority. Members of the school community are expected to treat each other respectfully. Teachers and other staff members are expected to teach and demonstrate by example that all members of the community are entitled to respect as human beings.

Harassment of a member of the school community by another member of the community is a violation of school policy. This includes (but is not limited to) harassment based on race, religion, national origin, marital status, gender, sexual orientation, gender identity, or disability. Harassment means conduct, including verbal conduct (1) that substantially interferes with a student's educational benefits, opportunities, performance, or with a student's physical or psychological well-being; or (2) that is intimidating.

Sexual harassment is also against school policy. Sexual harassment includes an unwelcome sexual advance or sexual behavior, including verbal behavior (1) that is tied to a student's educational benefits, opportunities, or performance, or to a student's physical or psychological well-being; or (2) that substantially interferes with a student's educational benefits, opportunities, or performance; or a student's physical or psychological well-being; or (3) that is intimidating.

The first response of any staff member to an act of harassment should be to teach why harassment is wrong and tolerance and respect are essential to a free society. Serious or repeated violations of school policy may require more intense counseling and/or appropriate discipline.

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Note: Federal law requires all schools to have a process for handling sexual harassment complaints.

Equal Employment Opportunity

The Board of Education shall comply with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Board that no staff member or candidate for a position in this District shall, on the basis of race, color, religion, national origin, creed or ancestry, age, gender, sexual orientation, marital status, or disability, be discriminated against, excluded from participation in, denied the benefits of any program or activity for which the Board is responsible or for which it receives financial assistance from the U.S. Department of Education.

The Superintendent shall appoint a compliance officer whose responsibility it will be to ensure that Federal and State regulations are complied with and that any complaints are dealt with promptly in accordance with law.

- M.C.L.A. 37.2101 et seq.
- Civil Rights Act of 1964, 42 U.S.C., 2000e, et seq.
- Americans with Disabilities Act of 1990, 42 U.S.C. 12112
- Rehabilitation Act of 1973, 29 U.S.C. 701 et seq.

RESOURCES

American Civil Liberties Union
www.aclumich.org
www.aclu.org
aclu@aclumich.org

AIDS Michigan Hotline
9AM to 9PM weekdays,
9AM to Noon Saturdays)
(800) 872-AIDS (800-872-2437)

AIDS Partnership Michigan
2751 East Jefferson Avenue, Suite 301
Detroit, MI 48207
(313) 446-9800

AIDS/STD Teen Hotline
(800) 750-TEEN (8336)

Affirmations Lesbian & Gay Community Center
195 W. 9 Mile Rd.
Ferndale, MI 48220

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Office: (248) 398-7105
Fax: (248) 541-1943
TDD Helpline: 248-398-6960
E-mail: Affirmglcc@aol.com

Office of GLBT Affairs at U of M
(734) 763-4186

Office of GLBT Affairs at U of M Flint
(810) 766-6606

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E-mail: glsendet@aol.com

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Kalamazoo Gay Lesbian Resource Center
(616) 349-4234

Lansing Association for Human Rights
(866) 645-5247

Lesbian/Gay Community Network of Western Michigan
907 Cherry St. SE Grand Rapids, MI 49506
(616) 458-3511

Men of Motivation
1150 Griswold, Suite 29A
Detroit, MI 48226
(313) 964-4601

Midwest AIDS Prevention Project
702 Livernois Road
Ferndale, MI 48220
(248) 545-1435

National Gay & Lesbian Youth Hotline
(800) 347-TEEN (800-347-8336)

Ozone House (Gay and Lesbian Youth Group)
Ann Arbor, MI
(734) 662-2222

Parents, Families and Friends of Lesbians and Gays (PFLAG)

For a complete nationwide listing:
www.pflag.org

Triangle Foundation
19641 W. Seven Mile Rd.
Detroit, MI 48219
(313) 537-3323
For links to GLBT resources and contact information
www.tri.org
To report hate crimes: (877) 7TRIANG

Friends North Traverse City
http://members.nbci.com/FriendsNorth

Pride Source
Publisher: Pride Access Corporation
33523 Eight Mile Road, Suite 185, A-3
Livonia, MI 48152
(248)615-7003, Fax: 248-615-7018

For additional Q & A's:
http://www.aclu.org/issues/gay/GLSEN.html

The Rights of GLBT People in Michigan: Laws and Theories
Michigan Protection and Advocacy Service
(800) 288-5923

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